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AUTHOR Griswold, Jean S.
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ABSTRACT

The Colorado State University Foreign Language Weekend Camps (also called the "Poor Man's Study Abroad") are described in this report. Developed to provide an international component and a mini foreign experience for the university's students, the camps are designed to accomplish several purposes including: to offer both foreign and United States students an intercultural experience; to give foreign students an opportunity to assist their U.S. counterparts in learning another language and culture; and to provide an opportunity for U.S. students studying a foreign language to immerse themselves in that language for a weekend. The camps are organized by the students themselves and are virtually self-supporting. The target audience includes students currently in language classes and those who wish to keep up with languages previously learned. Community members are encouraged to attend if space permits. The program provides opportunities to practice the language through games, music, dancing, discussions, slide shows, and sports. Languages taught include French, Spanish, German, Chinese, and Japanese. Appended are: a flyer advertising the foreign language camps; language camp schedules; and an international programs volunteer authorization form. (Author/SM)

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FOREIGN LANGUAGE CAMPS

Colorado State University

Office of International Programs

Contact Person: Jean S. Griswold, Coordinator
International Education and Outreach
315 Aylesworth Hall
Fort Collins, Colorado 80523
Telephone: (303) 491-5917 or 491-7894

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

As the need for internationally educated citizens becomes more apparent, educators are developing new approaches to providing an international component in the education of their students.

The International Programs Office of Colorado State University has developed an experiential program which brings foreign and U.S. students together to enhance the teaching of foreign languages. Sometimes called the "Poor Man's Study Abroad," the Colorado State University Foreign Language Weekend Camps have been designed to accomplish several purposes:

1. To provide an opportunity for U.S. students studying a foreign language to immerse themselves in that language for a weekend.
2. To give foreign students an opportunity to assist their U.S. counterparts in learning another language and culture.
3. To offer both foreign and U.S. students an intercultural experience.
4. To allow the student camp leaders to develop organizational skills as they work in the multicultural committees which plan the camps.

The camps are organized by the students themselves, with assistance from the Office of International Programs and the approval of the Foreign Language Department of Colorado State University. The camps are virtually self-supporting, with some financial contributions from outside groups. These camps are replicable by any university with an International Office and foreign students who are interested in interacting with students from the United States.

INTRODUCTION

The "Poor Man's Study Abroad" at Colorado State University is another name for weekend foreign language camps which provide a mini "foreign experience" for its students. Many college students would learn much from a junior year abroad, but the majority feel they cannot afford the time or money. To try to meet the need for a "foreign experience" for interested U. S. students, Colorado State's Office of International Programs developed foreign language camps. Originally inspired by successful local high school language camps, which often utilized the university's foreign students as native speakers, Colorado State developed its own program, innovative in that it takes place on a weekend and uses the creative talents of the foreign and U. S. students, not only to be the native speakers, but also to organize, plan, and run the culturally interactive camps.

BACKGROUND

For ten years, foreign and U. S. students have worked with the Office of International Programs to provide an enjoyable and educational experience for learners of a foreign language. Once during a semester, students who are studying or have studied one of the five or six foreign languages offered by the university are invited to the camp, at their own expense, to spend the weekend with native speakers of these languages. For 48 hours, they are given an opportunity to live in another culture, to speak another language, and take part in a program designed for them by their peers.

The camps began in 1978, as a single language camp in Spanish, with native speakers from Mexico, Colombia, and Central America. A year later, French

speakers and U.S. students of French asked to organize their own camp, with the Germans following suit a year later. These camps operated on different weekends until 1983 when, because of low enrollment, the decision was made to combine the camps with each "country" assigned to its own meeting room, but joining together for an International Saturday night party. What was conceived as a "stop gap measure" became the preferred procedure. The campers were excited to find that not only could they practice a language and learn about a culture, but that they could also experience an multinational environment.

I have made inquiries at conferences of the National Association for Foreign Student Affairs for information on this type of project and find that none appears to use foreign students as the major resource of leadership. We, at Colorado State University, would be interested in hearing from other universities which hold such camps.

DESCRIPTION OF PROGRAM

LEADERSHIP:

Colorado State University has the valuable asset of a large foreign student population, many of whom are eager not only to meet American students, but also to be contributing members of the local community. Most of the leadership for the camps comes from this population. The foreign students are aided by U. S. students, many of whom have studied abroad, and also by some community members. The unique quality of these camps is achieved by the staffing -- that is, staffing provided by the college students themselves.

The Coordinator of the International Programs Office serves as a convener, facilitator, and advisor. A committee of five persons for each camp is the usual arrangement, though as many as ten resource persons have constituted a planning committee. In addition, foreign students who are not official leaders (and hence must pay full fare) are urged to come so that the ratio is about one foreign student to three or four U.S. students. The planning committees are convened at the beginning of the semester at which time job descriptions and guidelines are distributed. The Coordinator meets with the groups as needed and convenes a final meeting one week before the camp.

PARTICIPANTS:

The target audience includes both students currently in language classes and those who wish to keep up with the languages they have previously learned. Community members are also encouraged to attend, if space is available. For French, German, and Spanish, a minimum of one year of college language study is recommended, though no strict requirements are enforced. We have found that high motivation overcomes lack of background. For the Japanese and Chinese camps, the students are frequently those just beginning their study; hence the language levels in these camps have to be adjusted accordingly. In all the camps, the leaders must plan for a multi-level approach.

The recruitment of campers is concentrated on students in the foreign language classes, in language clubs, and at information fairs. Professors are usually willing to announce the camps, but only a few offer incentives such as extra credit. As the tradition has become more established and the students report their enthusiasm for this chance to practice speaking, professors have increasingly recognized the educational value of this experience.

ACTIVITIES:

The program provides opportunities to practice the language through games, music, dancing, discussions, slide shows, and sports. If the facilities allow it, the cultural experience is broadened by having opportunities to cook food of other countries. A few samples of schedules, and publicity flyers are included in the appendices.

No special gimmicks, prizes for speaking the language, or punishments for not speaking the language are used, as is customarily done in high school level camps. It is assumed that if students wish to attend, paying their own way, they plan to use the time and opportunities as best they can. Any aids such as dictionaries, or quick translations by the other campers are allowed. As much as possible, the camp tries to create the atmosphere one would experience if going overseas. The campers are warned that, just as they wouldn't understand every word of a conversation if they were dropped into Paris, so here too, they must learn to listen and grasp what they can understand, and to ask questions. The camp avoids a classroom atmosphere and never demands complete understanding, perfect syntax, or pronunciation. Communication is the goal.

FUNDING:

Because these camps are not funded by the Office of International Programs, nor by the Foreign Language Department, the camps have had to find ways to be self supporting. The campers pay their full cost of room and board and transportation. The leaders are subsidized in three ways:

1. Each camp is given $50 from a donation from the local Rotary Club for programming purposes. This allows the planning team of five to decrease their cost by $10 each.
2. In some cases, the national clubs have supported their leaders financially. The faculty-organized Asian Studies Program (an academic program) has occasionally provided a subsidy for the Chinese camp.
3. Some groups have found bake sales worth the trouble, but most prefer not to take the time and trouble, and elect to pay the remainder of the cost themselves. Enthusiasm among the leaders is high. They are willing to cover some of their expenses in order to be able to have the camps.

Costs for campers are kept at a minimum, not exceeding $25 for a one night camp and $35 for a two night (1989 prices). Accommodations are not luxurious (generally in a church camp). Campers bring their own sleeping bags, food is simple, and potlucks for the first meal keep the cost down.

LOCATIONS:

Finding inexpensive facilities for a low budget operation, such as this must be, is a constant concern. A university conference location can sometimes be used if special financial arrangements are possible. Church and other private camps, which have flexible policies on reservations have been acceptable for these camps. Ideally the camp should allow the groups to do their own cooking, thus keeping costs low while at the same time providing one more channel for the transmission of cultural information.

TRANSPORTATION:

Car pooling is the cheapest way to transport, with each driver reimbursed by the camp treasurer for the gas consumed. All drivers must assure the coordinator that they have liability insurance and they must sign a special form. (See appendix).

EVALUATION:

After each camp, the leaders, coordinator, and any campers who wish to, meet to evaluate the experience and read the written evaluations submitted by each camper. Through the years, the leaders have refined the camp programs, using the recommendations from these sessions.

Records are kept of each camp, including samples of the materials developed. These are kept in files in the International Programs Office and used by the subsequent leaders. The goals of the camps -- to motivate students to practice speaking, and to immerse them in a cultural experience-- are constantly held before the leaders as they plan.

REPLICABILITY:

This program is replicable by universities having a foreign student population and foreign language courses. Essential is a coordinator, who is given time to recruit the leaders and assist them in their planning. The coordinator should be willing to attend, supervise, and evaluate the camps. This activity must be recognized by the university administration as a way to help reach the goal of internationalizing the campus. The Foreign Language Department, though it may not be able to provide great help, must be sympathetic to the project and kept informed of the activities.

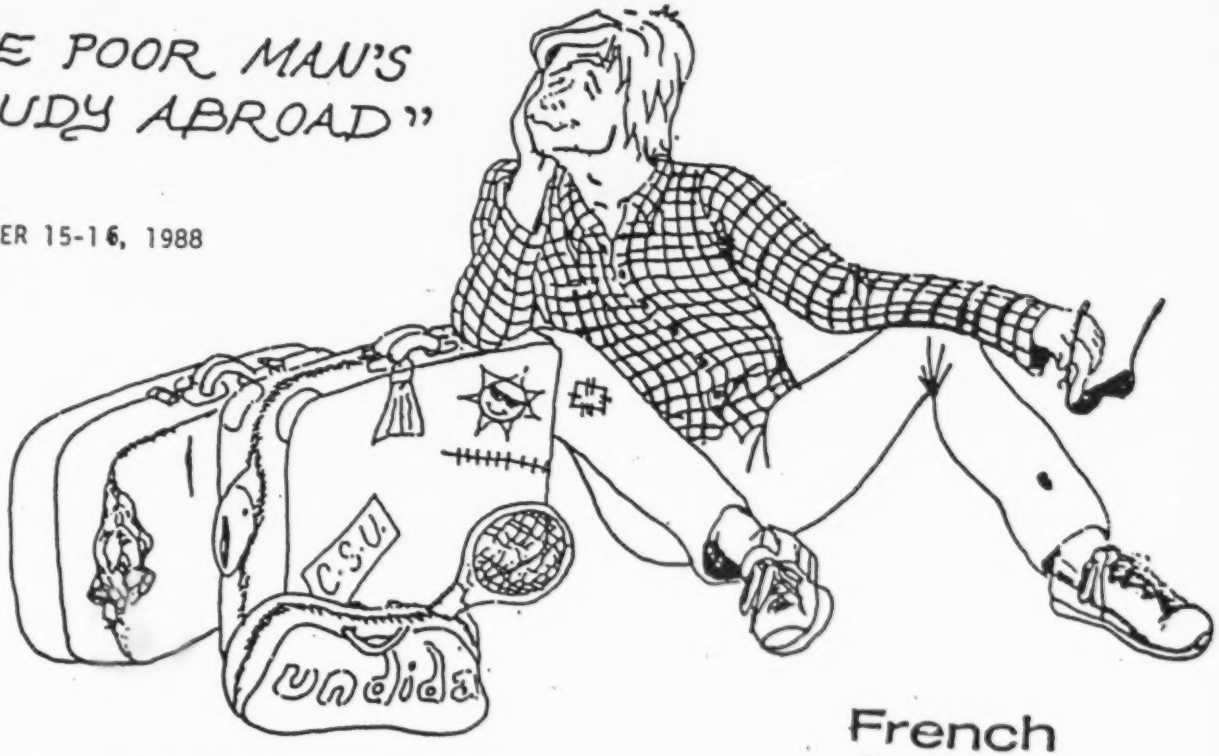
Another essential element is funding to subsidize the leaders to indicate that their work is valued. This token is important even though all their costs may not be covered. Also important is being able to organize an inexpensive camp. The campers are willing to pay their own way if the cost is kept low. Finding a suitable, inexpensive site may be the most difficult obstacle to overcome.

CONCLUSION

The goal of the Office of International Programs in many universities has been stated in such words as "to internationalize the university." This objective has many aspects, not the least of which involves the internationalizing of the education of the student community. The foreign language camps serve to achieve this goal by stimulating the academic study of foreign languages, and, probably most important, by providing both U.S. and foreign students with an opportunity to interact with others from many countries in an international environment.

FOREIGN LANGUAGE CAMP!

"THE POOR MAN'S STUDY ABROAD"



OCTOBER 15-16, 1988

French
Spanish
German
Chinese
Japanese

Cost: $23.00 for food, lodging, transportation and camp fee.

Schedule: Leave early Saturday morning
Return after lunch Sunday

COMPLETION OF THE 100 LEVEL OR ITS EQUIVALENT OF LANGUAGE STUDY IS RECOMMENDED FOR THE GERMAN, FRENCH, OR SPANISH CAMPS. A MINIMAL KNOWLEDGE OF THE LANGUAGE IS ADEQUATE FOR THE CHINESE AND JAPANESE CAMPS.

ONE DOES NOT NEED TO BE CURRENTLY ENROLLED IN A CLASS

THIS CAMP PROVIDES OPPORTUNITIES IN SPEAKING AND LISTENING AND DOES NOT HAVE A CLASSROOM ATMOSPHERE.

SIGN-UP DEADLINE: Sign up in the International Office, 315 Aylesworth by October 3, 1988 (Pay at sign-up).
For more information, come to 315 Aylesworth Hall.

LANGUAGE CAMP SCHEDULE - JAPANESE SPRING '87

"KORE WA DAIJI DESU"
これは だいじ です

Saturday どようび

7:45 am	Shugo (meeting) しゅうごう	"Ohayo gozaimasu" おはよう ございます
8:00	Shuppatsu (leaving) しゅっぱつ	"Ikimashou" いきましょう
9:30	Tochaku (arrival) とうちゃく	"Tsukimashita" つきました
10:00	Cho-shoku or Asa-gohan ちょう しょく あさ ごはん	"Kudasai" "Dozo" "Domo or Arigato" ください どうぞ どうも ありがとう
10:30	Himo-introduction ひも	"Watashi wa XXX desu" "Yoroshiku" "Kochira wa XXX-san desu"
10:45	Concentration	"Suji" "Ichi, Ni, San, Shi(yon), Go, Roku Hichi(Nana), Hachi, Ku(Kyu), Ju"
11:15	Hiking	"Kore wa nan desuka" "XXX desu" これは なん ですか ○○ です
12:00	Chu-shoku or Hiru-gohan ちゅう しょく ひる ごはん	"Itadaki masu" "Gochiso sama" "Kosho" "Shio" "Ohashi" こしょう しお おはし
1:00 pm	Skit preparation I	
2:00	Fruit Basket	"Isu" "Ringo" "Budo" "Ichigo" "Mikan" "Nashi" いす りんご ぶどう いちご みかん なし
2:30	Break	"Ocha" "Toire" おちゃ といれ
2:45	Sugoroku & Fuku-warai すごろく ふく わらい	"Migi, Hidari, Ue, Shita" みぎ ひだり うえ した
4:00	Skit preparation II	
6:00	Yu-shoku or Yu-gohan ゆう しょく ゆう ごはん	
8:00	PARTY-SKIT!!	えんかい たのしい です "Enkai" "Tanoshii desu" "Tsukare mashita" "Oyasumi nasai" つかれました おやすみ なさい

Sunday にちようび

8:00	Shugo しゅご	"Nemui desu" ねむい です
8:45	Cho-shoku ちょう しょく	"Oishii" "Mazui" おいしい まずい
9:15	Origami & Shuji おりがみ しゅうじ	"Muzukashi desu" "Kantan desu" むずかしい です かんたん です
10:30	Onigiri おにぎり	"Obento" おべんとう
11:30	Evaluation	
12:00	Fort Collins e Shuppatsu.	"Sayonara" さようなら

3,4,5 OCTOBRE 1986: CAMP FRANCAIS

VENDREDI

17.00: Départ du International Office - Aylesworth Hall.
19.30: Dinner à Cheley Camp - Potluck.
20.30: Présentation des "encadrants" du groupe.
Présentation des campeurs.
21.00: Jeu - Quelqu'un (quelqu'une) présente quelqu'un (quelqu'une).
21.30: Vocabulaire: "Trouver la bonne définition".
22.00: Devoir du campeur: Préparer une petite histoire sur ce qui vous passe par la tête à raconter le lendemain au petit déjeuner pendant 3 mn (histoire drole bien sur !).
Apres 22.00: La soirée commence.
Discussion + Info: Les trucs pour voyager dans les pays francophones.

SAMEDI.

8.00 : Réunion du groupe: Chants répétes la veille.
Petit déjeuner.
9.00 : Emese et Pierre: Histoire de la France à travers les chateaux et les chansons folkloriques.
Pierre: Chansons + RELAX (MAX).
10.45: Discussion autour du zinc en buvant un petit noir:
Bouffe en France/Bouffe aux USA (Beurk!!!).
Le "DATING" system...
Les communistes mangent-ils les petits enfants ? etc....
12.00: Résume des débats.
Présentation de la SUISSE, du Canada.
12.30: Déjeuner.
14.00: Match de Volley Ball contre le camp chinois:(les paris sont ouverts !!!).
15.00: Chansons à trous (George Brassens).
15.30: Que fait-on pour la fête,ce soir ? (Ne répondez pas tous en même temps !!!).
18.00: Dinner.
20.30: Soirée avec les autres camps.

DIMANCHE.

8.30....9.30: Petit déjeuner (cela dépendra de la forme de chacun).
10.00: Evaluation du camp. On ramballe et on se ballade.
12.00: Départ de Cheley Camp. (les campeurs sont autorisés à parler anglais une fois passé le Big Thompson Canyon).

COLORADO STATE UNIVERSITY

AGENDA DEL CAMPAMENTO DE ESPAHOL

Sabado 4 de abril:

LLEGADA	7:30a
ADUANA Y DESAYUNO.....	8:00
PRESENTACION	9:00
JUEGO DEL RITHO	9:30 - 10:00
JUEGO DE LAS VEINTE PREGUNTAS.....	10:00 - 10:30
ENCUENTRO CULTURAL (Preguntas-Respuestas)....	10:30 - 11:00
SITUACIONES COTIDIANAS	11:00 - 12:00
ALMUERZO	12:00 - 1:00p
EXCURSION	1:00 - 1:30
JUEGO DEL AHORCADO	1:30 - 2:30
PONERLE LA COLA AL BURRO	2:30 - 3:00
TESORO ESCONDIDO	3:00 - 4:00
ROMPECABEZAS CON ORACIONES	4:00 - 5:00
DEFINICION Y PRACTICA DE OBRA TEATRAL	5:00 - 6:00
CENA	6:00 - 7:00
DIAPOSITIVAS	7:00 - 7:30
PRACTICA DE OBRA TEATRAL	7:30 - 8:00
PRESENTACION DE OBRAS TEATRALES Y BAILE	8:00 - ?

Domingo 5 de abril

DESAYUNO	8:00 - 9:00a
IMPROVISACION DE UNA PLATICA SOBRE UN TEHA ESPECIFICO.....	9:00 - 10:00
TEMAS Y DEBATES	10:00 - 10:30
DISCUSION DEL PROGRAHA DEL CAMPAMENTO Y EVALUACION DEL HISHO	10:30 - 11:30
FOTOGRAFIA DEL GRUPO	11:30 - 11:45
SALIDA RUHBO A FORT COLLINS	11:45

HASTA LA PROXIHA!!!!!

INTERNATIONAL PROGRAMS VOLUNTEER AUTHORIZATION FORM

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